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ABSTRACT

This paper lists objectives for the 39 courses that make up the competency-based elementary teacher education program of the University of Toledo. Courses are divided into three blocks. Block one deals with acquiring skills and includes courses such as "Performance Skills in Inquiry," "AV Equipment Operating," "Systems Design," and "School Observation." Block two deals with behavior and includes courses such as "Learning Theory and Motivation," and "Behavioral Objectives." Block three deals with teaching strategies and includes courses such as "Individualizing Math," "Folk Literature," "Concept Attainment," and "Self-Management." Objectives are stated for the four phases of the program. (PD)

ED 091367

OBJECTIVES OF THE ELEMENTARY EDUCATION COMPETENCY BASED TEACHER TRAINING PROGRAM OF THE UNIVERSITY OF TOLEDO

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SP 008 040

OBJECTIVES IN THE ELEMENTARY PROGRAM

320 (Block I) Module	Objectives
320:01 Performance skills in inquiry	1. Teach a convergent inquiry lesson. 2. Teach a divergent inquiry lesson.
320:02 Group process-Principles and Experiences	3. Analyze group roles and group processes. 4. Demonstrate group process skills. 5. Become more aware of self and others.
320:03 Value Clarification	6. Identify valuing criteria. 7. Match value clarifying responses with value criteria. 8. Teach value clarification strategies.
320:04 Value-Role Conflict	9. Identify role and value conflicts and relate to value rich areas and criteria.
320:05 Social Class and Bureaucracy	10. Recognize social class criteria and characteristics. 11. Identify bureaucratic behavior principles which operate in schools.
320:06 Professionalism and Accountability	12. Identify roles teachers play. 13. List professional criteria. 14. Explain how to further professionalize teaching. 15. Relate MUS/IGE, CBTE and accountability trends to advancing professionalization.
320:07 AV Equipment Operating	16. Operate manual film projector. 17. Operate an auto-load film projector. 18. Operate Carousel slide projector. 19. Operate tape recorder. 20. Operate a combination slide filmstrip projector.

* = Field component

Course 312-320 (Continued)

Module	Objectives
	21. Operate an opaque projector.
	22. Operate an overhead projector.
	23. Operate an 8 mm film loop projector.
	24. Operate an open reel helical scan videotape recorder deck and monitor.
	25. Replace defective lamps in audiovisual equipment.
	26. Match AV operation problems with appropriate solutions.
320:08 Organization of MUS/IGE	27. Gain familiarity with MUS/IGE.
	28. Contrast MUS/IGE with traditional self-contained classroom.
	29. Demonstrate knowledge of a MUS organizational chart.
	30. Identify accurate descriptions of MUS/IGE.
320:09 Operation of MUS/IGE	31. Identify appropriate MUS/IGE behaviors.
	32. Examine roles of principal, unit leader, teacher, and paraprofessional in MUS/IGE.
	33. Examine grouping and planning systems used in MUS/IGE.
320:10 Systems Design	34. Identify elements of a systems approach.
	35. Match activities with system stage or function.
	36. Select rationale for systems elements and approach.
	37. Recognize how systems approach can help in planning instruction.
320:11 School Observation	38. Visit a MUS/IGE school.
	39. Do a fifteen minute at task observation of a student.
	40. Do a twenty minute observation of classroom roles, interaction and group process.
	41. Do a twenty minute observation of student-teacher questioning and statement techniques.

324 (Block II)	
324:01 Identifying and Specifying Behaviors	42. Select, give examples of, and count "motivated" and "unmotivated" behavior. 43. Use an observation form in a classroom and count and record behavior(s). Specify the behavior(s) the person being observed, the observer, the behavior to be increased or decreased, and the time interval or frequency used as the criterion. 44. Record behavior of 1) a child in a classroom, 2) a University professor, and 3) yourself. Compute observer reliability on the child data. 45. Record on - and off-task behavior of a child in a classroom in ten-second intervals. Classify off-task behavior as (N) noise, (M) motor movements, (P) passive, or (A) aggressive, and compute observer reliability with a partner. 46. Use your observational data to make at least three behavioral statements or generalizations about each child you observed.
324:02 Observing and Recording Behavior	47. Distinguish between behaviors and inferences. 48. Distinguish between behavioral and non-behavioral terms. 49. Distinguish between verbal and non-verbal behaviors. 50. Restate classroom problems in behavioral terms. 51. Examine a list of classroom behaviors that are to be decreased. Specify behaviors that are incompatible with the behaviors to be decreased.
324:03 Learning Theory and Motivation	52. List Klausmeier's eight principles of motivation and describe corresponding teacher behaviors. 53. Use observation data from a classroom, make a lesson plan to motivate six children, specifying teacher behaviors and pupil behaviors in the plan. 54. Teach the motivation plan (2 above).
324:04 Behavioral Objectives	55. Label statements as either an educational goal or a behavioral objective. 56. Identify audience, behavior, conditions, and degree of a list of objectives.

Course 312-324 (Continued)

	57. Discriminate between objectives which are adequate and those which are inadequate in terms of audience, behavior, conditions, and degree. 58. Rewrite objectives which are not stated in behavioral terms so that they include audience, behavior, conditions, and degree. 59. Match descriptions with the cognitive, affective, and psychomotor domains. 60. Identify cognitive objectives, affective objectives, and psychomotor objectives. 61. Write behavioral objectives including audience, behavior, condition, and degree at the lowest level of Bloom's taxonomy and at 3 levels higher than the lowest level. 62. Write two behavioral objectives using ABCD criteria in affective domain. 63. Write two behavioral objectives using ABCD criteria in psychomotor domain.
324:05 The Structure of Knowledge	64. Write a set of test items to measure attainment of some educational objectives. The objectives will represent knowledge. comprehension, application, and higher levels in Bloom's Taxonomy. 65. Examine sample test items together with brief descriptions of the learning activities that preceeded the testing, and then indicate whether the response required by each item is at the knowledge level, or a higher level.
324:06 Pre-planning of Instruction	66. Plan instruction using a systematic approach. The piece of instruction so planned must include a goal and rationale, content statements, objectives, preassessment and measureable affective indicators. 67. Rec[illegible]r a randomized list of the major components for [illegible]e planning of instruction into a normal sequence. 68. Match descriptions with a list of concepts basic to effective instructional design.
324:07 Children's Literature: Picture Books	69. Identify books as picture books, picture story books, or illustrated books and evaluate each book on the basis of recommended criteria.

Course 312-324 (Continued)

324:08 Children's Literature: Poetry for Children	70. Select poems appropriate for a concept and an age group. 71. Develop a beginning of a poetry collection.
✱ 324:09 Development Stages and Motivation in Children	72. Evaluate two children as to their level of cognitive development by conducting a series of Piagetian tasks on conservation. 73. Evaluate two children as to their stage of moral development by conducting an evaluation based on Kolberg's stories.
328 (Block III) 328:01 Simulation and Games	74. Understand and be familiar with simulations and games. 75. Know how to use simulations and games. 76. Match objectives, strategies and simulations or games. 77. Identify types of simulations or games. 78. Define terms pertaining to simulation and games. 79. Identify characteristics of simulation and games. 80. Identify advantages of simulation and games. 81. Identify limitations of simulation and games. 82. Identify appropriate uses of simulation and games. 83. Know criteria for selecting simulation and games. 84. Know appropriate preparation practice for simulation and games. 85. Know useful practices for conducting game play.
328:02 Media Production	86. Know how to prepare media. 87. Letter with stencil and pens. 88. Use spirit duplicator. 89. Use heat process duplicator. 90. Mount pictures. 91. Dry mount pictures.

	92. Laminate.
	93. Illustrate and letter an overhead transparency.
	94. Make a heat process transparency.
	95. Make an overhead transparency with overlays.
	96. Make a heat process color lift overhead.
	97. Adhere an illustration to cloth mounting material.
328:03 Strategies for Changing Behavior	98. Identify student behavior to increase and decrease; and describe techniques for accomplishing these changes.
	99. Ignore student behavior.
	100. Conduct a class meeting.
	101. Change a student's social behavior using behavior modification techniques.
	102. Change a group of students' academic behavior using behavior modification techniques.
328:04 Teaching Math	103. Write a lesson plan for a math concept.
	104. Outline a sequence of inductive experiences to carry out an objective.
	105. Outline a sequence of deductive experiences to carry out an objective.
	106. Describe a way of developing a concept or principle: a) where the emphasis is on teacher explanation; where the emphasis is on active pupil participation.
	107. Construct a flow chart of prerequisite skills for an algorithm for one of the basic operations.
	108. Select and justify appropriate approaches to teaching mathematical concepts.
	109. List major mathematics concepts for each grade level.
328:05 Math - Using Manipulative Objects	110. Describe activities for using Cuisenaire Rods to introduce math concepts.
	111. Describe activities for using a geoboard to introduce math concepts.
	112. Describe activities for using chip trading materials for introducing math concepts.

Course 312-328 (Continued)

	113. Describe activities for using place value blocks to introduce math concepts.
328:06 Individualizing Math	114. Describe IGE programming model. 115. Illustrate steps in IGE programming model with examples from individualized math programs. 116. Know rationale, roles, procedure and implementation of assessment components. 117. Evaluate use of math filmstrips. 118. Select available math materials for implementing an individualized program. 119. Identify math materials needed to be made by teachers. 120. Know appropriate grouping patterns for individualizing a math program. 121. Know roles of the members of a differentiated staff. 122. Develop a differentiated staffing plan. 123. Evaluate and plan for the use of a commercially prepared individualized math program.
328:07 Folk Literature	124. Discriminate folk literature from other types of literature. 125. Identify cultural characteristics from folk tales.
328:08 Realism and Fantasy	126. Identify categories of realism and fantasy. 127. Analyze literary elements. 128. Evaluate works of realism and fantasy.
328:09 Diagnosing Reading Strengths	129. Administer a reading diagnostic instrument. 130. Plan a teaching strategy based on the results of a diagnostic procedure.
328:10 Creative Experiences in Language Arts	131. Plan group learning experiences in the four language arts areas. 132. Plan independent experiences in the four language arts areas.

Course 312-328 (Continued)

328:11 Problem-solving	133. Analyze real or simulated experiences and list the effects of rigidity, inflexibility, impulsivity, failure to identify the problem, and failure to organize information as possible barriers to problem-solving. 134. Devise a strategy for solving a given problem. 135. List at least five steps in the problem-solving process. 136. Work in a group to provide solutions to problems.
340 (Block IV) 340:01 Teaching Science	137. Become aware of past vs. newer science programs. 138. Know advantages of open-ended experiments. 139. Teach a divergent and a convergent science lesson. 140. Motivate learners to investigate a science problem. 141. Become aware of major contempory science curriculum projects. 142. Identify and utilize science process in lesson planning (observation, inference, predicting, clarifying, controlling variables.) 143. Distinguish operational and non-operational definition.
340:02 Concept Attainment	144. Define "concept". 145. Define a concept of your choice. 146. Recall functions of concepts. 147. Teach a concept lesson.
340:03 Questioning	148. Teach a questioning lesson using convergent and divergent questioning techniques. 149. Identify types of questions. 150. Write different types of questions.

Course 312-340 (Continued)

Begin with item 1 on second IBM sheet.

340:04 Social Studies Planning	1. Suggest introductory, developmental, and concluding activities for a social studies topic. 2. Know uses of guest speakers, field trips, games and student made media. 3. Describe methods and materials appropriate for citizenship groups. 4. Implement role playing for social values. 5. List twenty value clarifying responses. 6. Identify examples of social action. 7. Know differences among goal setting, design, grouping and scheduling, and situational meetings used in team planning. 8. Use Royal McBee cards to create task groups.
340:05 Selection and Utilization of Instructional Media in the Field	9. Select media appropriate to an objective and a teaching strategy. 10. Use media appropriately in teaching a lesson. 11. Revise plan on the basis of feedback from an observer.
340:06 Self-management	12. Identify, change, and sustain changes in teaching behavior. 13. Pinpoint two personal teaching behaviors. 14. Take and have verified samples of behaviors (baseline data). 15. Select a positive consequence. 16. Maintain the changed behavior for a specified period of time. 17. Chart pinpointed behavior with a reliability check. 18. Chart and record target behaviors. 19. Obtain feedback on target behaviors from an observer, three times during field experience.
340:07 Field Experience and Unit Planning of an Interdisciplinary Unit	20. Prepare an interdisciplinary unit. 21. Team teach an interdisciplinary unit.

392 (Student teaching)

Phase I	22. Design an instructional unit which includes: measurable objectives, pre and post assessment instruments or procedures, teaching strategies and materials, independent self-selected guest activities, and measurable indicators of student affect. 23. Teach a convergent ("yes" - "no") inquiry lesson. 24. Design and implement either the Proud Whip, or the Voting List values clarification strategies. 25. Secure and/or develop at least 3 media from the media utilization checklists. 26. Prepare and implement a norm setting session (class meeting). 27. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement.
Phase II	28. Design a teaching module which includes all components listed in Specific Objective number 1. 29. Teach <u>any 2</u> of the following 3 lessons: Concept Lesson (2A); Non-Oral Concept Lesson (2B); Questioning Strategies (2C). 30. Design and implement either the Rank Orders or the Values Continuum values clarification strategies. 31. Design and implement a Positive Reinforcement system. 32. Secure and/or develop at least 3 media from the media utilization checklists. 33. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement.
Phase III	34. Design a teaching module which includes all components listed in General Objective #1. 35. Design and teach a Divergent (expanded) Inquiry lesson and design or select and teach a Simulation. 36. Design and implement the Values Sheet values clarification strategy. 37. Select and/or design and implement at least 4 media from the Media Utilization Checklist, <u>2 of which have not been previously implemented.</u>

Course 312-392 (Continued)

	38. Design and implement a system for reinforcing appropriate behavior, and ignoring inappropriate behavior and avoiding criticism. 39. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement.
Phase IV	40. Design a teaching module which includes all components listed in General Objective #1. 41. Design and implement four of the following lessons: Convergent ("yes" - "no") Inquiry, concept lesson, Non-oral concept lesson, Questioning Strategies, Divergent (expanded) Inquiry, and Simulation. 42. Design and implement three values clarification strategies. 43. Select or design and implement at least 4 media, 2 of which have not been previously implemented. 44. Design and implement a token system. 45. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement.

INTERN EXPECTATION FEEDBACK FORM

I. Planning

A. Designs plans _____

B. Plans with team _____

C. Generates new ideas and designs materials _____

II. Professional Standards

A. Teacher-student relationship _____

B. Punctuality _____

C. Sensitive to other team members _____

D. Shares in team responsibility _____

E. Uses time well _____

III. Classroom Management Skills

A. Positive reinforcement (Catching children being good) _____

1. Praise _____

2. Symbols on paperwork and/or wall chart _____

3. Rewards _____

4. Privileges _____

5. Touching _____

B. Dealing with undesirable behavior

1. Ignoring _____

2. Time out/removal _____

3. Reprimands, punishment _____

C. Other

1. Setting rules with students _____

2. Restating rules _____

3. Movement around classroom _____

IV. Classroom Organization

A. Classroom appearance _____

B. Bulletin boards _____

C. Housekeepping _____

D. Clerical tasks _____

E. Materials _____

F. Learning centers _____

V. Motivation Skills

A. Being a resource person _____

B. Manipulative items _____

C. Games _____

D. Audio-visual aids _____

E. Using children's ideas _____

F. Voice tone-modulation _____

G. Non-verbal cues _____

H. Music _____

I. Role playing, dramatics _____

J. Questions _____

K. Other _____

VI. Teaching Skills

A. Different types of groups

1. One-one _____

2. Small groups _____

3. Large groups _____

B. Teaching skills

1. Lecturing _____

2. Asking questions _____

3. Giving examples _____

4. Giving feedback _____

5. Having children perform tasks _____

6. Using concrete materials _____

7. Audio-visual aids _____

8. Discussion _____

9. Role-playing _____

10. Games _____

11. Telling stories _____

12. Making lesson clear to children by using community resources _____

13. Oral expression

a. Projection _____

b. Ennunciation _____

c. Functional speech patterns _____

d. Grammatical proficiency _____

B. 14. Written communication

a. Cursive _____

b. Manuscript _____

c. On blackboard _____

d. Spelling _____

VII. Interpersonal Skills

A. Projects enthusiasm _____

B. Liking and acceptance of and by children _____

C. Understanding of children _____

D. Tact _____

E. Listens and responds to children _____

VIII. Modifies Own Behavior _____

IX. Content

A. Language arts _____

B. Math _____

C. Science _____

D. Social studies _____

E. Other _____